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ABSTRACT

In 1988, a retrospective study was conducted at the City Colleges of Chicago (CCC) of the enrollment patterns of 1,521 students who graduated from the district in spring 1987. The study was designed to determine the length of time it took a sample of CCC graduates to receive a two-year degree. Data for the study were drawn from computerized and hard-copy student records, including the number of hours enrolled and earned each semester (including summers), the CCC college attended (or an indication of the nature of the non-CCC college attended), and the number of hours earned at each college. Major findings of the study included the following: (1) the average time between first enrollment at CCC and the receipt of a degree was 5.9 years; (2) only 61 students received their degree in 2 years or less, with most taking from 2 to 8 years and 50 taking 20 years or more; (3) three out of five graduates took time off while pursuing their degrees; (4) on average, graduates enrolled for 9.2 semesters, with only 35 graduates completing their degrees in four semesters; (5) 72% of the graduates combined part-time and full-time enrollment, with only 20% continually enrolled full time; and (6) based on limited comparative data, CCC enrollment patterns appeared to be similar to those of associate degree recipients at many other institutions and reflected the general trend toward longer enrollment periods in American public higher education. Data on the characteristics of degree recipients, enrollment and stopout patterns by college, and remedial course-taking trends are appended. (JMC)

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HOW LONG DOES IT TAKE TO GET A COMMUNITY COLLEGE DEGREE ?

The Experience of Spring 1987 Graduates of the City Colleges of Chicago

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JC 900 504

SUMMARY OF FINDINGS

The enrollment patterns of 1,521 spring 1987 first-time degree recipients were analyzed to determine the how long it took them to get an associate's degree at the City Colleges of Chicago. The average time between first enrollment at the City Colleges and the receipt of a degree was 5.9 years. When enrollments at colleges other than the City Colleges were included, the average time was 6.7 years.

Students took anywhere from two to 38 years to complete their degrees. Only 61 finished in two years or less. Fifty took 20 years or more. Most took between two and eight. Short-term-graduation-rate studies that follow students for up to ten years would not reflect a substantial portion of eventual graduates.

Three out of five graduates took time off while pursuing their degrees. On average, this accounts for about one-quarter of the time spent pursuing a degree. Many showed remarkable long-term persistence, returning to finish their degrees after taking time off for five, ten or even 20 years.

On average, graduates enrolled for 9.2 semesters. Only 35 completed their degrees in four, with most taking between five and 13 to finish. Only 23 graduated according to the typical two-year four-semester junior college sequence.

To qualify for full-time enrollment status, students had to take 12 credit hours or more per semester. Graduates who combined part-time and full-time enrollment totaled 72%; 20% were continually enrolled full time; only 7% never enrolled full time. Part-time enrollment of less than 15 credit hours per semester, the historical full-time enrollment standard, accounted for about 40% of average time enrolled in excess of four semesters.

Although almost half of the graduates took at least one college-credit remedial course, such courses accounted for only about 10% of average added enrollment time.

Based on limited comparative data, the enrollment patterns of City Colleges graduates are similar to those of associate's degree recipients at many other institutions and reflect a general trend toward longer enrollment times in American public higher education.

ACKNOWLEDGEMENTS

This report required the help, support and cooperation of many individuals at the City Colleges of Chicago. Vice chancellors Wayne Watson and Josue Gonzalez gave crucial support in the early and late stages of the project. College presidents Wallace Appelson, Martha Bazik, Milton F. Brown, William Conway, Homer Franklin, Raymond LeFevour, Bernice Miller and Harold Pates made available student records and staff assistance.

Registrars Ruby Howard, Michael Kritikos, Michael Langley, Josef Ben Levi, Walter Lynch, Yvonne McGinnis, Michael Mitchell and Robert Reed provided invaluable assistance in gaining access to and understanding of student records, as did staff members Betty Brightmore, Judith Hernandez-Neikrug, Judy Jones, Paralee Ward, Marie Williams and Carolann Wolfgarth.

Claudine Jones, Michael Krysa and Diane Nelson of computer support services and Phyllis Baehrend of PSI Systems, Inc. facilitated the downloading of SPAS data.

Chancellor Nelvia M. Brady encouraged this project to deepen understanding of our students and to help us serve them more effectively.

INTRODUCTION

Community college students often differ from traditional college students in many ways. They are more likely to commute, attend part time, and combine school with work and family responsibilities. They are also generally older and often less academically prepared than their university counterparts. Community college students exhibit complex enrollment patterns. Students who graduate often stop-out for extended periods and devote much time to the pursuit of an associate's degree. This report documents aspects of their behavior using some relatively simple measures to discover how long it took a sample of City College graduates to get a two-year degree.

The City Colleges of Chicago (CCC) is a public community college district serving Chicago, Illinois. Its boundaries are coterminous with those of the city. Eight colleges serve the educational needs of an estimated 85,000 students including approximately 34,000 enrolled in college credit courses. The majority are drawn from ethnic minorities and women. Some 2,200 students receive associate's degrees each year—half in vocational programs and half in baccalaureate transfer programs (see Appendix).

In late 1988 the district began a retrospective study of the enrollment patterns of 1,581 students who graduated in spring 1987. Spring term accounts for about two-thirds of each year's City College graduates. Graduation from certain programs, such as nursing, is concentrated in the spring, but there is no significant difference between the time it takes to complete an Associate in Arts (A.A.) as opposed to an Associate in Applied Sciences (A.A.S.). It is unlikely that disproportionate spring graduation in these programs influenced the overall results. Spring 1987 graduates should, therefore, be representative of recent CCC graduates (an August 1988 pilot study of 51 spring 1988 graduates yielded virtually identical results).

The current study is based on student records maintained in SPAS, a computerized administrative database. Because the SPAS data were often incomplete for transfer students or for students who had registered in the system before 1983, they were supplemented with information from hard-copy student records.

The result is a database with the detailed postsecondary college credit enrollment histories of the 1,581 spring 1987 graduates, some of whom began their studies as early as the forties. Each history includes the number of hours enrolled and earned each

semester (including summers), the CCC college attended (or an indication of the nature of the non-CCC college attended), number of hours earned at each college, CCC and non-CCC grade point averages, number of remedial hours earned at CCC and elsewhere, number and type of degrees earned at CCC and elsewhere and basic demographic information (see Appendix).

The histories are solely based on SPAS or transcript data. If a student attended another institution, or, in some pre-1983 instances, a CCC college other than the college from which he or she graduated, but never attempted to transfer credits, that information was unavailable. As a result, the data presented underestimate time to graduation and hours attempted and earned. Conversely, stop-out periods are overestimated. It is unlikely that these biases are serious. Students who graduate have strong incentives to transfer every credit hour. Some histories, however, are incomplete.

In contrast to the common perception that community college students are less dedicated than their four-year counterparts, these data present a picture of students who worked long and hard to obtain their college degrees.

TIME TO DEGREE IN YEARS

How long did it take spring 1987 graduates to get their degrees? If we omit 60 graduates with previous associate's or bachelor's degrees, the mean time from first credit registration in the City Colleges to graduation in May 1987 was 5.9 years *(see Table 1).* Approximately 25% of all graduates had pre-spring 1987 experience at non-CCC institutions, accounting for about 8% of all hours earned by the graduating class. If this experience is included, the mean time to graduation for first-time degree recipients is 6.7 years. Unless otherwise noted, results include non-CCC transfer histories. Mean total time to first degree ranged from 5.9 years at Wright College to 8.7 years at Chicago City-Wide College, with five of the eight colleges falling between six and seven years. Chicago City-Wide College is a nontraditional college without walls. It is not the primary aim of its student body to obtain a degree. It has few graduates, and their enrollment patterns are likely to be atypical of City College graduates.

An average graduate spent 5.9 years from first CCC credit registration to receipt of a degree; 6.7 years counting pre-CCC enrollment at other institutions of higher education.

Although the enrollment times of individual graduates vary widely, differences in mean time to degree among the colleges are small. Figure 1 illustrates how long it took spring 1987 graduates to receive their degrees. Only 61 graduates, or 4% of the total, finished in two years. Fifty took 20 years or more and 18.9% took over ten years.

Individual time to graduation ranged from fewer than two years to 38 years.

Why did it take graduates of the City Colleges six or seven years on average to get a degree? Temporarily dropping out of college for one or more semesters (not counting summer terms) was a major factor in extending time to graduation—particularly for students who took seven or more years to graduate. Interruptions of several years were not uncommon, and 61.4% of first-time degree recipients stopped-out at least once before receiving degrees *(see Table 2).* Over two-thirds of spring 1987 graduates were women *(see Appendix).* Many stopped-out for extended periods, probably due to family responsibilities. On average, graduates stopped-out approximately one quarter (22.7%) of all fall and spring semesters between first registration and graduation. Stopping-out accounts for some one-third of the extra time it took graduates to obtain their degrees.

About three out of five graduates stopped out at least one fall or spring semester between first registration and graduation.

TIME TO DEGREE IN SEMESTERS

Because students interrupt their studies in this maner, the total number of semesters in which students registered provides a more accurate measure of time spent working toward a degree. At the traditional full-time rate of 15 credit hours per semester, a student would complete CCC's typical 60-hour associate's degree in four semesters. Spring 1987 first-time degree recipients took considerably longer, averaging 9.2 semesters with little variation among colleges (see Table 3). Here, also, there is considerable variation among graduates *(see Figure 2).* Relatively few (8.9%) finished their degrees in fewer than six semesters and only 35 out of 1,521, or 2.3%, finished in four semesters (eight-week summer terms are counted as half semesters).

An average graduate enrolled 9.2 semesters between first college credit registration and graduation.

Part of the extended enrollment period can be accounted for by the redefinition of full-time enrollment. Although American colleges traditionally have regarded 15 enrolled hours as a full-time load, federal and state policies have changed the de facto definition to a 12-hour minimum. This, in effect, extends the standard 60-hour degree from four to five semesters. Nevertheless, even under the five-semester standard, students of the City Colleges take, on average, almost twice as long to finish their degrees as might be expected.

Only 35 graduates finished in the standard four-semester sequence.

Part-time enrollment (under 12 hours) accounts for some, but not all, of the additional enrollment time. Almost 80% of the spring 1987 graduates attended college part-time for at least one fall or spring semester *(see Table 4)*. Only 7.1% were exclusively part-time students, while 20.4% were exclusively full time. On average, graduates registered for 10.4 hours per semester (including summers), or 87% of the 12-hour full-time rate. Thus, while part-time enrollment of fewer than 12 hours is common, it is not a major factor in extending average enrollment time.

Almost three out of four graduates combined part-time and full-time attendance while working toward their degrees. Only one out of 14 graduates attended exclusively part time.

TIME TO DEGREE IN HOURS ATTEMPTED AND EARNED

If part-time enrollment of fewer than 12 credit hours fails to account fully for a large portion of extended enrollment time, what does? The answer lies in the number of credits

attempted and earned in excess of 60 hours. On average, spring 1987 graduates attempted 95.7 credit hours and earned 82.1 hours en route to graduation *(see Table 5)*. At the mean rate of 10.4 registered hours per semester, the 35.7 hours attempted in excess of 60 account for 3.4 extra semesters—a substantial portion of the difference between the 9.2 semesters enrolled on average and the five semesters required by successful 12-hour enrollment.

An average graduate attempted 95.7 semester hours, about 50% more than the number required for an associate's degree.

Why did City Colleges graduates accumulate so many attempted hours? In part, because they attempted many hours unsuccessfully. Of the 35.7 extra hours attempted, only 22.1 were earned. The remaining 13.5 hours, or about one-third of the total, were lost—most often because of withdrawal but also because of incomplete or failing grades. On average, spring 1987 graduates lost about one semester of attempted credits.

An average graduate earned 82.1 semester hours, about 35% more than the number required for an associate's degree.

This leaves, on average, 22.1 excess credit hours earned, or about 1.5 semesters of credit in addition to the 60 hours required for a typical associate's degree. A small portion of these excess hours are attributable to remediation. Approximately half the graduates took some remedial credit hours *(see Table 6)* for an average of 3.6 hours per student. (City Colleges grants college credit for remedial/developmental courses, but the credit hours do not count toward graduation.)

What about the remaining 18.5 excess earned hours? Some are attributable to graduation requirements that exceed 60 hours in certain vocational programs. An A.A.S. Degree in Nursing, for example, requires 66 semester hours. Although 599 of the 1,521 first-time degree recipients graduated from programs requiring over 60 hours, such requirements account for only 1.8 excess hours per graduate, or about 10% of the residual excess hours.

Also "D" grades not applicable to graduation account for an additional fraction of excess credit hours. The rest elude easy explanation. Analysis of transcripts suggests that major program changes account for part of the excess hours. It is not uncommon for students to take liberal arts courses for several semesters, stop out and reappear in a business or nursing program. Since information is unavailable on programs students took prior to graduation, program changes cannot be analyzed directly. It is likely, however, that some students changed their program or degree goals more than once.

AN OVERVIEW OF FACTORS INFLUENCING TIME TO GRADUATION

Figure 3 illustrates the relationship between previously discussed factors and the time-to-degree outcomes. On average, the traditional two-year junior-college program accounts for only 30% of the mean time to graduation of 6.7 years. Periods of non-enrollment counts for 23% of the total, or another 1.5 years out of 6.7. The remaining enrollment time, 47% of the 6.7 year total, can be divided into five parts, each of which accounts for a portion of enrollment in excess of four standard 15-credit-hour semesters (5.2 excess semesters in all). The de facto 12-hour full-time standard adds a fifth semester. Average enrollment time under 12 hours per semester (10.4 on average) adds another 1.2 semesters. Remedial hours account for 0.3 semesters. Hours attempted but not earned account for 1.1 semesters, and non-remedial hours earned in excess of 60 account for 1.5 semesters. This last category includes 0.15 semesters attributable to degree requirements exceeding 60 hours.

Part-time attendance of fewer than 15 hours per semester accounts for about 40% of added enrollment time.

COMPARISONS WITH OTHER INSTITUTIONS

Two other community college systems published retrospective studies on the enrollment patterns of their graduates. Like the City Colleges of Chicago, these institutions are large, urban, have many campuses and enroll substantial numbers of

low income and ethnic-minority students. Neither study, however, is as historically comprehensive as this one.

The Community College of Philadelphia[3] conducted a study of 893 spring 1982 graduates, 834 of whom received associate's degrees. The rest received certificates. Only 3% of these graduates enrolled for fewer than five semesters, compared with 2.3% in the present study (with summers counted as full semesters in both cases). Philadelphia graduates enrolled, on average, for 8.9 semesters; 26% enrolled for over 10. Comparable figures for the City Colleges of Chicago, also counting summers as one semester, were 9.7 semesters and 34% of the graduates.

The Philadelphia data on years to degree are incomplete and appear to combine certificate and associate degree recipients. Graduates who first enrolled during the 7.5 year period preceding the spring 1982 graduation had, on average, a mean time to graduation of 3.5 years. Equivalent graduates in the present study averaged 3.8 years between their first enrollment and graduation. At least 13% perhaps more of the Philadelphia graduates took over eight years to finish, compared with 19% of the City Colleges of Chicago graduates (counting only time from initial enrollment at CCC).

Both studies also examine the proportion of students who took time off (30% at Philadelphia, 61% at CCC), the proportion of students earning over 70 hours (21% at Philadelphia, 77% at CCC) and the mean number of hours earned per semester enrolled (9.0 at Philadelphia, 8.4 at CCC, again counting summers as one semester).

The Philadelphia study omits any reference to transfer experiences and appears to cover only the eight years preceding graduation. Such omissions probably produce shorter times to graduation. When such ambiguities are taken into account, community college graduates in Philadelphia and Chicago appear to exhibit similar enrollment patterns.

The other relevant retrospective study was carried out by the City University of New York (CUNY), a system that includes both two- and four-year institutions. Kaufman et al.[1] studied the transcripts of 554 associate degree recipients who graduated in June 1989. They omitted all data regarding transfer, including transfers from other CUNY institutions that did not grant the degree. Since 18.9% of their graduates had transfer credits from one or more institutions other than the degree-granting CUNY college, their results are not strictly comparable to those presented in the current study

(the study includes complete pre-spring 1987 experiences at all CCC colleges and non-CCC institutions).

The mean time it took to receive a CUNY associate's degree was 3.0 years. Excluding students with transfer records, 18.6% of the graduates finished on time in four semesters or less, while 45.7% took seven or more semesters. Since the proportion of graduates who finished on time in the spring 1987 CCC class is only 4.0% (including transfer history), it appears that the students in the CUNY study made faster average progress than CCC students. This may be attributable, in part, to a much lower stop-out rate at CUNY (17.8% at CUNY, 61.4% at CCC), and a higher rate of exclusively full-time attendance (41.5% at CUNY, 20.4% at CCC). The exclusion of transfer history from the CUNY analysis precludes more detailed comparisons.

GRADUATION TIME AND RATES

The data presented illustrate two important points about enrollment at the City Colleges of Chicago. First, the traditional four-semester, two-year junior college student is becoming extinct. Of the 1,581 CCC students who graduated in spring 1987, only 23 fit this traditional description. Second, City Colleges graduates attain degrees through diverse and complex patterns, usually characterized by extended enrollment times and extraordinary persistence. Taking time off from studies and part-time attendance are common practices for students who successfully complete associate degree requirements at the City Colleges.

Only 23 graduates followed the traditional junior college model, finishing in two years and four semesters.

These facts are particularly important when evaluating short-term graduation rates. If only 4% of CCC students graduate on time and almost half take five years or more to complete their degrees, two-, three- and five-year graduation rates seriously underestimate the proportion of entering students who eventually graduate. While many factors, including student goals and academic performance, affect the proportion of those who eventually graduate, low short-term graduation rates are inevitable when the most common paths to graduation are long and complex.

CONCLUSION

For most students, the City Colleges of Chicago no longer functions as a two-year institution. It has evolved into a flexible educational institution that serves many different educational needs and provides many paths to an associate degree. Two-year attendance followed by graduation is the exception, not the rule. A majority of graduates interrupt their studies at least once, and a majority attend part time for some portion of their enrollment.

These findings mirror nationwide trends in higher education. A recent study[2] by the National Institute of Independent Colleges and Universities entitled "Undergraduate Completion and Persistence at Four-Year Colleges and Universities" looked at a group of 1980 high school graduates. The study shows that, for many students, colleges and universities no longer function as traditional four-year institutions. Only 15.3% of the 1980 graduates who immediately enrolled full time at a public four-year college received a bachelor's degree in four years. A majority took five years or six years. As the study only covers a six-year period, those who had longer completion times could not be counted as graduates.

A national study by Clifford Adelman of the U.S. Department of Education also examined the higher education enrollment patterns of 1972 high school graduates through 1984. This unpublished but widely disseminated study reveals that students who earned an associate's degree but not a bachelor's degree spent, on average, about four-and-a-half years in college. At two semesters per year, this is equivalent to nine semesters, which is close to the 9.2- semester average for spring 1987 City Colleges graduates. Adelman's figure is not precisely comparable to that of ours: he includes some post-associate's degree time and excludes graduates who took over 12 years to get an associate's degree (10.6% of our spring 1987 graduates).

City Colleges of Chicago graduates are not unique. While it may be surprising to find that "two-year" colleges no longer function as two-year colleges, the emerging data on student enrollment behavior reported here and elsewhere may offer a foretaste of major trends in higher education in the coming decade. As the proportions of minority, older, part-time and intermittent students continue to grow, enrollment behavior once considered marginal may become the norm in typical public institutions.

The City Colleges of Chicago must educate the public about the changing nature of an associate's degree in community colleges. Two-year attendance followed by graduation is no longer a useful standard of success. Two-, three- and even five-year graduation rates are not appropriate performance measures. Follow-up periods of ten years or more are necessary to assess the graduation activity of an entering class. Given the current situation, the recently instituted federal truth-in-graduation-rate disclosure rules for vocational programs should be modified to accommodate this shift.

Second, students will eventually graduate progress through the system slowly; intermittently, and often on a part-time basis. To reflect this shift, policies concerning advising, counseling, financial aid and remediation services should be re-assessed and possibly re-structured. City Colleges administrative and academic policies and procedures should be reviewed for consistency with observed student enrollment behavior. We must also recognize the tremendous diversity of student enrollment behaviors. Planning for one or a few sorts of students is not adequate.

Finally, this study describes students' enrollment patterns prior to graduation. It does not examine the reasons underlying their behavior. To increase graduation rates, job placement, and transfer to four-year institutions, the economic, social and academic factors that affect enrollment patterns and success rates need to be determined. We could, for example, shorten some graduates' enrollment times by implementing better career counseling, program advisement, or by more actively facilitating the re-enrollment of students who have taken time off. These and other such decisions about programs and service delivery will require in-depth studies of individual student histories, including a survey of of student attributes that influence progress and persistence.

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APPENDIX

Characteristics of the City Colleges
of Chicago Class of Spring 1987

Number of Associate's Degree recipients:

With prior associate's or bachelor's degrees	60
Without prior degree	1,521
Total	1,581

Characteristics of first-time degree recipients:

Degree type:

Associate in Arts	679	(44.6%)
Associate in Applied Science	785	(51.6%)
Associate in General Studies	57	(3.7%)

Gender:

Male	459	(30.5%)
Female	1,062	(69.5%)

Ethnicity:

Asian	80	(5.6%)
American Indian	24	(1.8%)
African American	904	(58.9%)
Hispanic	157	(10.2%)
White	356	(23.5%)

Age at Graduation (average equals 30.2 years):

18-25	605	(39.8%)
26-35	560	(36.8%)
36-45	253	(16.6%)
Over 45	103	(6.8%)

TABLE 1. HOW MANY YEARS DOES IT TAKE TO GET A CITY COLLEGES DEGREE ?

(A Summary of the Experience of Spring 1987 Graduates)

College	Number of graduates	Mean years to degree from first CCC enrollment	Mean years to degree from first Higher education enrollment
Chicago City-Wide	16	8.3	8.7
Daley	219	5.4	6.4
Kennedy-King	245	7.3	7.7
Malcolm X	187	5.4	6.1
Olive-Harvey	218	6.0	6.9
Truman	232	5.4	6.4
Harold Washington	219	6.0	6.9
Wright	185	5.1	5.9
City Colleges	1521	5.9	6.7

Higher education figures include pre-spring 1987 credit experience at non-CCC institutions.

Sixty spring 1987 graduates with prior bachelor's or associate's degrees have been omitted from this analysis.

Table 2. HOW MANY CCC GRADUATES STOP OUT ON THE WAY TO GRADUATION ?

(A Summary of the Experience of Spring 1987 Graduates)

College	Number of graduates	Stopped out: missed at least one semester	Did not stop out: missed no semesters
Chicago City-Wide	16	81.3%	18.8%
Daley	219	57.5%	42.5%
Kennedy-King	245	63.7%	36.3%
Malcolm X	187	57.8%	42.2%
Olive-Harvey	218	65.1%	34.9%
Truman	232	64.7%	35.3%
Harold Washington	219	66.2%	33.8%
Wright	185	50.8%	49.2%
City Colleges	1521	61.4%	38.6%

These figures include pre-spring 1987 credit experience at non-CCC institutions.

Sixty spring 1987 graduates with prior bachelor's or associate's degrees have been omitted from this analysis.

TABLE 3. HOW MANY SEMESTERS DOES IT TAKE TO GET A CITY COLLEGES DEGREE ?

(A Summary of the Experience of Spring 1987 Graduates)

College	Number of graduates	Number of semesters registered
Chicago City-Wide	16	9.6
Daley	219	9.0
Kennedy-King	245	9.3
Malcolm X	187	9.4
Olive-Harvey	218	8.8
Truman	232	9.5
Harold Washington	219	9.4
Wright	185	8.5
City Colleges	1521	9.2

These figures include pre-spring 1987 credit experience at non-CCC institutions.

Sixty spring 1987 graduates with prior bachelor's or associate's degrees have been omitted from this analysis.

TABLE 5. HOW MANY CREDIT HOURS DOES IT TAKE TO GET A CITY COLLEGES DEGREE ?

(A Summary of the Experience of Spring 1987 Graduates)

College	Number of graduates	Mean semester hours	
		Attempted	Earned
Chicago City-Wide	16	86.3	72.6
Daley	219	83.7	75.4
Kennedy-King	245	100.9	81.3
Malcolm X	187	112.2	97.7
Olive-Harvey	218	94.8	80.8
Truman	232	99.2	86.6
Harold Washington	219	91.3	78.0
Wright	185	89.2	76.6
City Colleges	1521	95.7	82.1

These figures include pre-spring 1987 credit experience at non-CCC institutions.

Sixty spring 1987 graduates with prior bachelor's or associate's degrees have been omitted from this analysis.

TABLE 6. HOW MANY REMEDIAL HOURS DO CITY COLLEGES GRADUATES TAKE ?

(A Summary of the Experience of Spring 1987 Graduates)

College	Number of graduates	Proportion of graduates with remedial hours	Average no. of remedial hours per graduate
Chicago City-Wide	16	31.3%	2.2
Daley	219	18.7%	1.2
Kennedy-King	245	58.4%	4.3
Malcolm X	187	69.0%	5.4
Olive-Harvey	218	54.6%	3.4
Truman	232	52.6%	4.7
Harold Washington	219	54.3%	3.7
Wright	185	36.2%	2.4
City Colleges	1521	49.0%	3.6

These figures include pre-spring 1987 credit experience at non-CCC institutions.

Sixty spring 1987 graduates with prior bachelor's or associate's degrees have been omitted from this analysis.

TABLE 6. HOW MANY REMEDIAL HOURS DO CITY COLLEGES GRADUATES TAKE ?

(A Summary of the Experience of Spring 1987 Graduates)

College	Number of graduates	Proportion of graduates with remedial hours	Average no. of remedial hours per graduate
Chicago City-Wide	16	31.3%	2.2
Daley	219	18.7%	1.2
Kennedy-King	245	58.4%	4.3
Malcolm X	187	69.0%	5.4
Olive-Harvey	218	54.6%	3.4
Truman	232	52.6%	4.7
Harold Washington	219	54.3%	3.7
Wright	185	36.2%	2.4
City Colleges	1521	49.0%	3.6

These figures include pre-spring 1987 credit experience at non-CCC institutions.

Sixty spring 1987 graduates with prior bachelor's or associate's degrees have been omitted from this analysis.

Figure 1. Time it Took Spring 1987 Graduates to Receive a Degree

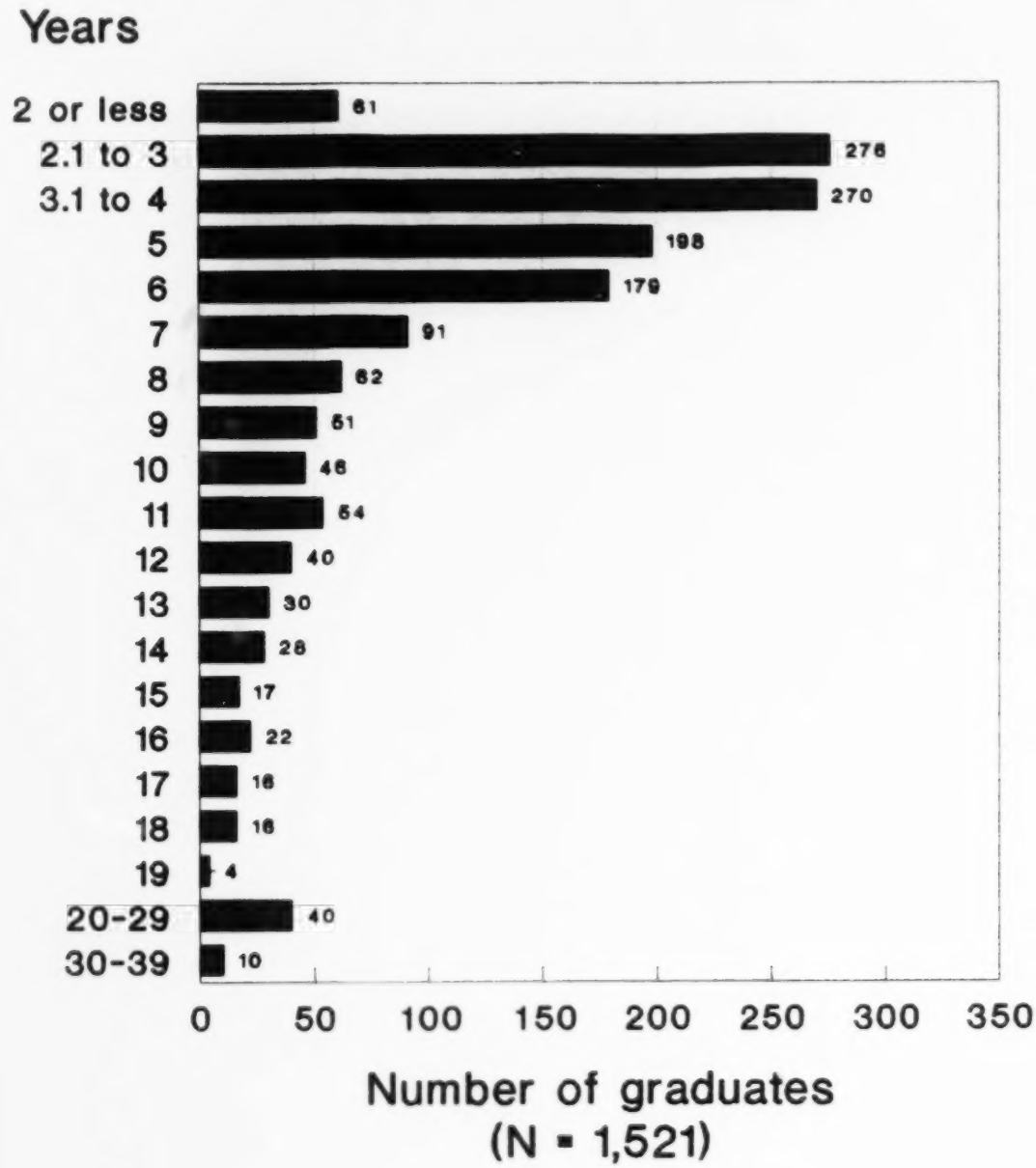
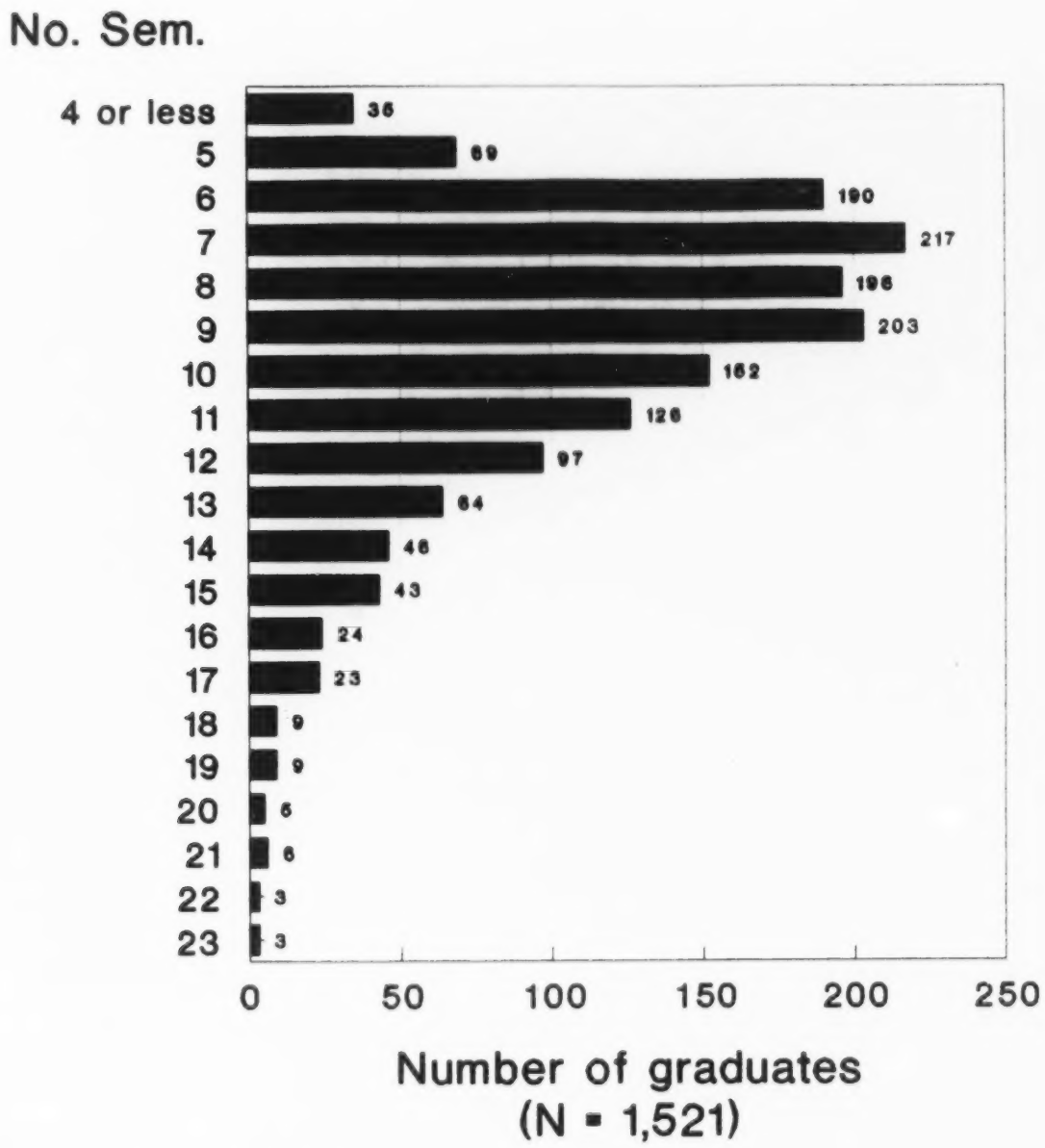
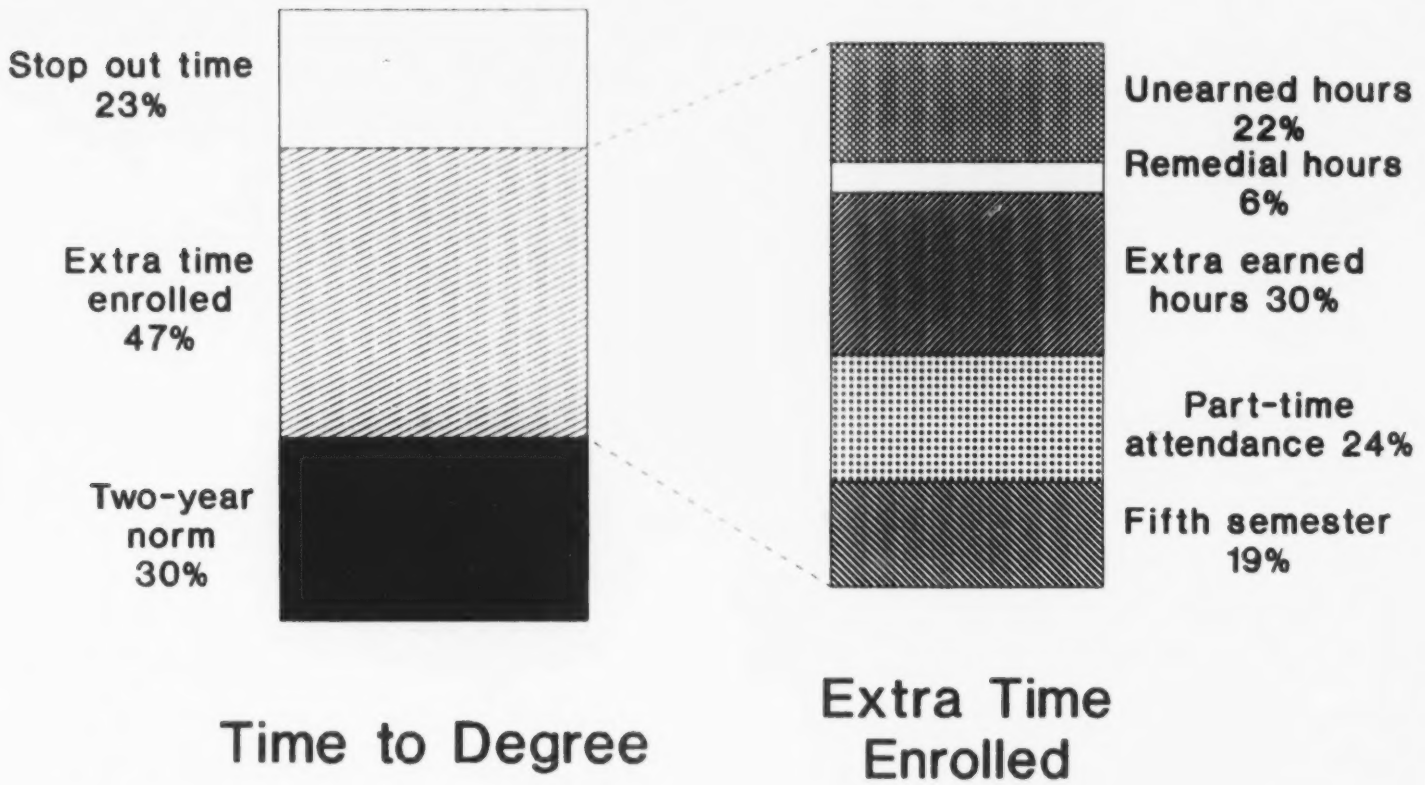


Figure 2. Total Semesters Registered
(Summer terms counted as half semesters)



Half semester totals included in next highest category.

Figure 3. Factors Extending Graduation Time for Spring 1987 CCC Graduates



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